DOCUMENT RESUME

ED 182 093 RC 011 840

AUTHOR Metoyer, Cheryl
TITLE Community Information Needs and Library Potentials.
PUB DATE 1 Jun 78
NOTE 21p.; Paper submitted to White House Pre-Conference on Indian Library and Information Services on or Near Reservations (Denver, Colorado, October 19-22, 1978)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *American Indians; Community Influence; Community Involvement; *Delivery Systems; Financial Support; Information Needs; Information Services; Libraries; Library Material Selection; *Library Planning; Library Programs; Library Role; *Library Services; *Needs Assessment; *Reservations (Indian); Tribes; User Satisfaction (Information)
IDENTIFIERS Bureau of Indian Affairs

ABSTRACT

American Indian people have demonstrated their desire and need for responsive information service. It is fitting and appropriate that careful assessment, planning, implementation, and cooperation with other information agencies will enable the local reservation library to provide its community with the proper information, at the proper time, and in the appropriate format. This paper examines the processes involved in developing a community information needs assessment, viewed in relation to American Indian reservation communities. Topics which are addressed in the assessment are social characteristics of the people, neighborhood characteristics, appropriate information classification schemes, and strategies currently in use by the community in addressing its information concerns. To assure the effectiveness of the needs assessment and its resulting programs, early and continuous community involvement, appropriate staff assistance, faulty assumptions, and evaluation of activities must be considered. The development of a total library program following the community-needs profile must include the design and structure of the facility, content of the library's program, elements of library operation, collection development, and accessibility. Also important is the role of the Bureau of Indian Affairs in providing information and referral services to local reservation libraries via regional libraries linked to national data bases. (NEC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED182093

COMMUNITY INFORMATION NEEDS AND LIBRARY POTENTIALS

Paper Submitted to
White House Pre-Conference on Indian
Library and Information Services
on or Near Reservations

by
Cheryl Metoyer, Ph.D.
Graduate School of Library & Information Science
University of California, Los Angeles
June 1, 1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Cheryl Metoyer-Durán

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

RC 011840

Introduction

Throughout the years, the information needs of American Indian reservation communities have been rarely recognized and even less frequently addressed. This paper is concerned with the processes involved in determining those information needs and the creation of library programs and services which can best address the information concerns of American Indian reservation communities.

It has been consistently documented that individuals want and need to control their environments. Information is the essential ingredient for the individual's success in solving the problems which relate to the economic, social, health, educational and recreational facets of his welfare (Warner, 1973; Dervin, 1976; Donohue & Kochen, 1976.) The United States Congress in authorizing the White House Conference on Library and Information Services stipulated the role of information in today's society. The law states that "...access to information and ideas is indispensable to the development of human potential and the advancement of civilization and the continuance of enlightened self-government." (P.L. 93-568, December 1, 1974).

Yet, the research indicates that in spite of the abundance of information, citizens are generally uninformed about information resources and they are frustrated in their attempts to gain the information required for problem solving (Kahn et al., 1976; Rieger and Anderson, 1968; Mendelson, 1968; Greenleigh Associates, 1965). When the plight of the disadvantaged person is compared to that of the average citizen, the situation becomes even more distressing. The picture of the disadvantaged information seeker which emerges is one of bleak information poverty. In comparison with the average American, the disadvantaged person:

> Does not know which formal channels to tap in order to solve his problems, or what specific programs exist to respond to his needs; watches many hours of television daily, seldom reads newspapers and magazines and never reads books; does not see his problems as information needs; is not a very active information seeker, even when he does undertake a search; may lean heavily on formal channels of information if it becomes apparent that the informal channels are inadequate and if his need is strongly felt; is locked into an informal information network that is deficient in the information that is ordinarily available to the rest of society. (Childers, 1975, 42-43).

Legislation related specifically to the education of American Indian people has made possible the strengthening of the link between education and information for American Indian people. The purpose of the Indian Self-Determination and Education Assistance Act is as follows:

> To provide maximum Indian participation in the Government and education of Indian people; to provide for the full participation of Indian tribes in programs and services conducted by the Federal Government for Indians and to encourage the development of human resources of the Indian people; to establish programs of assistance to upgrade Indian education; to support the right of Indian citizens to control their own education activities; and for other purposes. (Indian Self-Determination & Education Assistance Act, 1975, 1).

The development of libraries as an element in the educational progress of Indian people is implied in the educational goals specified by this act.

Statement of the Problem

Despite the scarce and isolated programs which exist to serve the information needs of American Indians residing on reservations, there has been only one major library development project (The Library Project of the National Indian Education Association) which has sought to develop library programs based on the findings of an information needs assessment. Both the disciplines of information science and social science have devised methods for identifying and measuring the degree and types of information and information

resources required to address those needs (Donohue & Kochen, 1976). It has been documented that a community information needs assessment is the necessary and required first step preceding the development of an effective library/information program (Lipsman, 1972; Warren, 1973; Dervin, 1976; Donohue & Kochen, 1976).

The purpose of conducting an information needs assessment is to identify information needs or problem areas; to determine the existence or lack of community resources required to meet these needs; and to consider the feasibility of establishing the resources, services and facilities needed to address unanswered needs. In addition, a community information needs assessment makes possible the development of short and long range goals for library planning; the establishment of information service priorities; the development of meaningful selection and acquisitions policies for information services, and the determination of population shifts in the community.

Data gathered from the information needs assessment should be discussed, analyzed and synthesized in order to provide a profile of the characteristics and information needs of the community. The findings of the information needs assessment may be utilized by a variety of social institutions and community groups within the reservation community: schools, tribal planning committees, health agencies, parent advisory committees, etc. However, the resulting community profile's primary function is to serve as the rationale for the content and direction of the total community library program.

Definitions

The reservation community to be served by the library comprises not only the individuals residing within the geographic boundaries of the reservation,

but a host of other concerns. The library's community is composed of the following: 1) the neighborhoods or sections of the reservation; 2) social structures such as institutions, agencies and associations operating within the reservation (e.g., religious and political organizations, cultural and service agencies); 3) informal gathering places such as grocery stores; 4) economic and political bases such as the business and industrial concerns in combination with governmental and political entities. The information needs assessment is a formal study conducted to determine what information is available and required by all the components of the reservation community.

It is appropriate at this point to consider some of the research findings related to the baseline factors of the information needs assessment process. Research on the information needs of the disadvantaged has shown that disadvantaged persons are the least likely to articulate their information needs and to report fewer problems or questions than other individuals (Warner, 1973; Childers, 1975). This does not lead to the conclusion that the disadvantaged have fewer information needs but rather that persons whose information problems have not been solved over long periods of time, become so accustomed to this state that they no longer regard this condition as a problem. Instead, they articulate, if at all, only those problems which are urgent (Warner, 1973; Dervin, 1976). It has also been found that individuals are often unaware of their information needs; unable to state them; or unable to recognize their needs as information problems (Dervin, 1976).

It is essential then that the information needs assessment recognize the problem of how its community perceives its needs. The information elicited from the community can take the form of knowledge, facts, data, materials, and/or perceptions about existing or needed services, resources or programs.

It is also important to note that the community information needs assessment

is not a library user/non-user study. User/non-user studies are concerned generally with the use of print materials within the agency (library) and provide little insight into information seeking behavior related to everyday problems (Voos, 1969; Zweizig, 1973; Dervin, 1976). The community information needs assessment is more complex than a user/non-user study, since its findings must be gathered, analyzed, interpreted and utilized to form a total and effective community library program. Also, the information needs assessment is not a one time endeavor; it is part of a continuous study of the changing compositions and resulting information needs of the community. The possibility or feasibility of conducting the information needs assessment in conjunction with another study, or as a portion of a larger community development endeavor should be fully explored.

Considerations Preceding the Community Information Needs Assessment

Previous to the administration of the instrument should be a clear understanding of the following: 1) who will be involved in the study; 2) existence of related community studies; 3) availability of pertinent information from other sources; and 4) cost factors.

The issue of who will be involved in the study is of primary concern. There are at minimum, four potential sources of involvement for the administration of the instrument: 1) existing library staff; 2) outside consultants; 3) members of the community; and 4) other community agencies (e.g., schools, social or governmental agencies). It is vital to develop a Planning Advisory Committee representing community members, library staff or potential library staff and other concerned agencies. This body will share the primary responsibility for informing the total community of the objectives and anticipated implementation of the information needs assessment. Without the input of the community component into the Planning Ad-

visory Committee, it is difficult, if not impossible to legitimize and implement the information needs assessment.

A knowledge of the types of studies which have been previously conducted may allow the adoption or adaptation of the findings of a previous study. This may be important in terms of cost effectiveness. In conjunction with utilizing existing data is the need to query the following regarding pertinent information: 1) mass media (e.g., newspaper files, local and national); 2) business concerns (e.g., industry on or near reservations); 3) government agency reports (e.g., BIA field offices); and 4) knowledgeable community leaders and individuals.

A final consideration before embarking on the information needs assessment is cost. The following financial factors should be examined:

1. Planning and implementation time of personnel;
2. Cost of any outside consultant or subcontracted work;
3. Communicating cost: telephone, postage, printing (questionnaires, survey forms);
4. Data preparation:
   a. Editing and standardizing of instrument results (questionnaire or interview schedule),
   b. Keypunching, programming and any statistical considerations;
5. Data analysis:
   a. Compute processing or non-machine analysis,
   b. Writing, reporting and dissemination of report.

The value of thorough preparation and pre-planning required for an effective community information needs assessment becomes apparent when community analysis is viewed as a component of total community development. Community development is a problem solving process which allows community members to participate as leaders in effecting the direction of social change in their communities. Community information needs assessment lays the groundwork by identifying appropriate human and material resources; training appropriate community personnel; and building an environment of positive attitudes toward directed social change (Monroe, 1976).

Topics Addressed in the Community Information Needs Assessment

It is essential in viewing community analysis as a function of community development, to carefully select the topics which will be addressed in the community information needs assessment. Recognizing that the results of the assessment will form a community profile for purposes of planning a library program, the following topics should be addressed:

1. The social characteristics of the people: personal; socio-economic; educational; language and reading factors;
2. Neighborhood characteristics: mobility of the people, awareness and use of community agencies;
3. Classification of information needs by problem areas: education; employment; consumer; transportation; health; legal aid; housing and household maintenance;
4. Strategies used by the community to address information needs: use and dependence upon television and radio; extent and level of reading activity for newspapers, magazines; use of local public library; use of non-library informational agencies; and utilization of interpersonal network consisting of friends, relatives, peers and extended family relationships to identify resources of information.

Two of the aforementioned topics which require special attention are the classification of the information needs and the strategies used by the community to address these information needs.

In conducting the information needs assessment, it is necessary to identify and use those terms most readily understood and used by the community. Several studies have suggested that successful delivery of information is dependent on the correct classification of types of information needed (Ackoff, 1968; Morris, 1969; Dervin, 1971; Havelock, 1971; Dervin, 1976). The Library Project of the National Indian Education Association used the following broad categories in surveying the information needs of adults in three reservation communities:

1. American Indian culture;
2. Family life;
3. American Indian in urban society;
4. Service agencies;
5. Legal and civil rights;
6. Occupations and vocations;

7. Consumer information;
8. Academic disciplines;
9. Health and safety;
10. Recreation;
11. Contemporary events
(National Indian Education Association, 1975, 14).

An adaptation of the adult information categories was utilized in a study of the perceptions of the Mohawk elementary students of library services provided on the Akwesasne reservation. Categories were as follows: American Indian culture; family life; Indians in the city; using goods and services, health and safety; recreation; and current events (Metoyer, 1976).

It is important to assess the implications of the fact that previous to your study, people in the community have formulated strategies for addressing their information needs. Research has suggested there are two types of information channels: formal, such as mass media and social agencies; and informal, family, friends, personal contacts. The disadvantaged person tends to prefer the informal network for a specific bit of information and formal channels for subjects such as housing or employment (Katz, 1970; Greenberg and Dervin, 1970; Dervin and Greenberg, 1972; Childers, 1975; Duran, 1977). Use and dependence on such patterns of information seeking behavior will have an impact on the design of the total library plan.

Techniques for Conducting the Information Needs Assessment

The actual conducting of the information needs assessment requires a series of steps designed to produce the most efficient instrument to be delivered, returned and analyzed within the most cost effective time frame. The two critical steps are the development of a timetable and the construction of the data gathering instrument. The timetable is most easily managed by dividing activities into major phases and then further subdividing.

The construction of the data gathering instrument includes a consideration of the type of instrument to be utilized and the format and sequence of the questions.[1] The type of instrument should reflect the need for gathering data from the specific community, which may have special characteristics such as limited English speaking ability or illiteracy. Questionnaires used in the field survey approach can be administered face to face, by telephone or by mail. The format of the questions can be open-ended which permits a wide range of responses, but is difficult to tabulate or evaluate; or closed-ended which permits pre-defined response categories.

In establishing the sequence of the questions, it is important to strive for logical ordering (e.g., ask marital status before number of children); and to place sensitive questions throughout or at the end of the instrument. Respondents should be assured throughout the process that their cooperation is essential to the success of the assessment.

Awareness Factors

In order to assure the effectiveness of the community information needs assessment and its resulting program, a number of factors should be considered: early and continuous involvement of community; appropriate staff assistance; faulty assumptions; and evaluation of activities. It has been continuously stated that early and continuous involvement of the community is a prerequisite for the adoption of any innovation, including library services. It is vital in developing and administering the information needs assessment in Indian communities, that the community be involved in early and continuous stages via the

---

[1] Besides the field survey approach, there are three other methods developed in social sciences which may be explored: 1) key informant; 2) community forum; and 3) social indicators.

Planning Advisory Committee (National Indian Education Association, 1975). An additional facet of this factor is the need to contact the appropriate reservation services and agencies for their input in conducting the assessment.

The selection of staff assistance must include the use of appropriate bi-lingual and bi-cultural personnel and the development of bi-lingual and bi-cultural materials and tools needed to conduct the assessment.

During the conduct of the assessment, it may be beneficial to guard against assumptions such as: community members are even minimally familiar with the existence and/or functions of a library, or that individuals freely give personal information to strangers. Careful appraisal and recognition of such assumptions will enhance the probability of the assessment's effectiveness.

A number of key factors have been identified in the process of evaluating library programs for the disadvantaged. Lipsman has outlined these as follows:

1. Competency and effectiveness of staff;
2. Degree of community involvement and understanding to community dynamics evidenced by project;
3. Degree of autonomy exercised by project director in decision making;
4. Quality of materials used;
5. Effectiveness of publicity, or project visibility (Lipsman, 1972, 141).

Especially in Indian communities, the role of the community is seen to be one of judging the final effectiveness of the program in terms of the community's control over its implementation.

There appears to be no substitute for participative experience, observation and evaluation in the development of the reservation community library program. The final portion of this paper will examine the realm of library potentials which may become realities when they are based on an effective community information needs profile.

Library Potentials Resulting from Community Information Needs Profile

Communication and information science researchers have indicated that the provision of information must be accompanied by its management and control if such information is to be useful and accessible (Eisenstadt, 1955; Frey, 1963; Etzioni, 1969; Dervin, 1971; Dervin, 1976; Duran, 1977). Of the myriad of social service agencies which provide information services, the library is the only such agency whose fundamental function is the selection, acquisition, storage, retrieval and provision of materials in print and non-print formats.

This portion of the paper will briefly examine those elements which are integral to the establishment of library programs on Indian reservations: 1) design and structure of physical facility; 2) content of the library's program; 3) elements of the library's operation; 4) collection development; and 5) accessibility. More detailed analysis of information and referral services will be included as a critical facet of the total library program on Indian reservations.

There are many differences which exist in Indian communities and the library facility's design and structure should reflect the culture of the local community. A library designed as a hogan may be appropriate for a Navajo community in New Mexico, whereas the longhouse shape is of significance to the Mohawk people of Akwesasne Reservation in New York (National Indian Education Association, 1975). The traditional Andrew Carnegie inspired public library structure perhaps has little meaning for Native peoples. However, the physical facilities required for a small public library might well serve as a checklist for Indian community libraries.[2]

---

[2]Sources of information regarding the structural and design considerations of libraries are as follows: Myller, Rolf. Design of the Small Public Library. New York: R.R. Bowker Co., 1966; and Gregory, Ruth and Stoffel, Lester: Public Libraries in Cooperative Systems. Chicago: American Library Association, 1971.

The content of the library's program may cover a wide range of activities and services. Adult services may include film programs; adult basic education programs; and literacy programs.[3] Other types of programs may include young adult film programs; Native language classes; pre-school story hours; cooking classes, and basket making or beadwork classes.

A major service which pervades the reference function of the library is that of information and referral. In the daily operations of the reservation community library, the continuous goal is to get the proper piece of information to the proper person at the proper time. Such service very often demands that the library extend its walls to tap resources beyond those housed within the local library. Hence, the library acts as a community switchboard connecting needs with resources beyond its immediate locale (Donohue & Kochen, 1976). It may be possible for a reservation library to join a statewide or local public library system for purposes of inter-library loan and cooperation.[4] Such networking is encouraged by the National Commission on Library & Information Science as an activity which should be federally supported (National Commission on Library & Information Science, 1975, 35, 81). There is a need for reservation libraries and public and state library systems to explore together the alternatives for cooperative library services.

In keeping with the spirit of cooperation and sharing, the Bureau of Indian Affairs Plan for the Improvement of Library/Media/Information Programs stressed

---

[3] Helen Lyman has published two texts which are concerned with reading materials and adults. Library Materials in Service to the Adult New Reader. Chicago: American Library Association, 1973; and Reading and the Adult New Reader. Chicago: American Library Association, 1976.

[4] An example of such cooperative borrowing is in effect at the Akwesasne Library & Cultural Center in Hogansburg, N.Y. The library has inter-library loan privileges for adults and children with the Clinton-Essex-Franklin Library System of New York State. American Indian Libraries Newsletter, Spring/Summer, vol. 2, published by the American Library Association.

the importance of support systems designed to supplement local library programs by providing access to existing state, regional and national resources. The following statement from the draft of the plan specifically outlines the role of such resources in the Indian community:

> At the present time sources of information needed by Indian people are scattered and often difficult to identify. Much of this needed information already exists in general automated data bases such as ERIC, Congressional Information Services, INFORM, MEDLINE, Predicasts, Dialog and WRSIC, or can be found in printed directories, manuals, government documents and handbooks. Combined with specific Indian related data resources such as Project MEDIA and the National Indian Law Library, this system will be available to Indian citizens and organizations through local Library/Media/Information LMI programs in each community served by the BIA (BIA Plan for the Improvement of Library/Media/Information Programs, 1977, 22).

Within the BIA Plan is the regional centers component which will act as liaison for queries from the local reservation library to the national data bases mentioned above. If such a plan were adopted, it could mean, for example, that a health services person on the reservation could first consult the local library for information regarding inhabitants and, if necessary, the local library could refer the question to the regional library. The regional library would then query MEDLINE, the national data base for medical information, and relay the information to the local community library.

The abovementioned activities are all facets of the total library program. Additional facets which will be mentioned here and fully detailed in other papers are elements in the library's operation, collection development and accessibility.

A thorough community analysis will offer insight regarding the staffing patterns and the days and hours in which the library will be open. Staffing roles, depending on the needs of the community, may include a community librarian, a tribal archivist, a research consultant, museum curator or combinations of these roles.

Materials which address the information needs of the Indian community should be selected by means of a collection development policy based on the findings of the information needs assessment. Such a policy would address the following: 1) content and number of print and non-print materials; 2) procedures for developing in-house materials; 3) subject structure of materials (e.g., reference, American Indian materials; young adult and children's materials; fiction and non-fiction).

The total program of library service will be undermined if careful attention is not devoted to the issue of accessibility to the library facility and its contents. Studies have suggested that in remote or rural areas, problems relating to access (transportation) must be considered previous to the construction of the facility (Cosky, 1971; National Indian Education Association, 1975; Metoyer, 1976). Accessibility in terms of the library's materials involve spacial considerations; age levels of patrons; reading levels, etc. Again, awareness of these factors is made possible by a thorough analysis of the community information needs assessment.

The findings of the community information needs assessment form the profile, which dictates the library's design; the content of its program; the staffing pattern; the development of the collection; and its accessibility to the total reservation community.

Summary

This paper has examined the processes involved in developing a community information needs assessment. Background information relating to the purposes and function of the information needs assessment was viewed in relation to American Indian reservation communities. Considerations related to the conduct of the information needs assessment were found to include the persons involved

in the study; role of the Planning Advisory Committee; existing sources of relevant information; and financial factors.

Topics which should be addressed in the assessment were determined as follows: social characteristics of the people; neighborhood characteristics; appropriate information classification schemes; and strategies currently in use by the community in addressing its information concerns.

The discussion which followed these topics examined the techniques utilized in conducting the assessment. Factors such as the development of a timetable and selection and construction of the instrument were considered. Several elements which affect the success of the information needs assessment were identified: continuous community involvement; appropriate staffing and mention of potentially harmful assumptions.

The second half of the paper examined the development of the total library program based on the information needs community profile. The design and structure of the facility, content of the library's program, elements of library operation, collection development, and accessibility were related to the problems of providing library services on Indian reservations. Particular attention was devoted to the role of the Bureau of Indian Affairs in providing information and referral services to local reservation libraries via regional libraries linked to national data bases.

Conclusion

The rationale for conducting an information needs assessment is to generate a community library program which reflects and responds to the information needs of the entire reservation community. Studies concerning the direction and scope of the future information needs of the entire country reiterate man's expanding need for information from all sources of society and man's continuously

growing dependence on those information resources (Warner, 1973; Childers, 1975; Coates, 1976).

American Indian people have demonstrated their desire and need for responsive information service. It is fitting and appropriate that careful assessment, planning, implementation and cooperation with other information agencies will enable the local reservation library to provide its community with the proper information, at the proper time, and in the appropriate format. The author envisions a system of community based and controlled libraries, cooperating with public and state libraries and plugging into national data bases. Such a network would serve as a direct expression of the Indian values of sharing and cooperation in the quest for the knowledge and information required in today's society.

REFERENCES

Ackoff, R.K. "Towards a Behavioral Theory of Communication." Management Science, 1958, 4, 218-34.

Bennis, Warren, Benne, Kenneth, & Chin, Robert, eds. The Planning of Change. New York: Holt, Rinehart & Winston, Inc., 1969 (2nd edition).

Bureau of Indian Affairs. Bureau of Indian Affairs Plan for the Improvement of Library/Media/Information Programs. (Working draft) Washington, D.C.: Dept. of the Interior, 1977, 20-37.

Childers, Thomas. The Information-Poor in America. Metuchen: Scarecrow Press, Inc., 1975.

Coates, Joseph F. "Why Think about the Future: Some Administrative-Political Perspectives." Public Administration Review, 1976, 36, 585.

Coskey, Evelyn. "Public Library Service in the Southern Appalachian Region: An Overview." Library Trends, 1971, 20, 239-255.

Dervin, Brenda. "Communication Behaviors as Related to Information Control Behaviors of Black Low-Income Adults." Ph.D. dissertation, Michigan State University, 1971.

Dervin, Brenda. "The Everyday Information Needs of the Average Citizen: A Taxonomy for Analysis" in Information for the Community, ed. by Kochen, Manfred and Donohue, Joseph. Chicago: American Library Association, 1976, pp. 19-38.

Dervin, Brenda & Greenberg, B.S. "The Communication Environment of the Urban Poor." Current Perspectives in Mass Communications, edited by Gerald Kline and Philip Tichenor. Beverly Hills, Calif.: Sage Communication Research Annals, 1, 1972.

Donohue, Joseph & Kochen, Manfred. "Community Information Centers: Concepts for Analysis and Planning." In Information for the Community, ed. by Kochen, Manfred and Donohue, Joseph. Chicago: American Library Association, 1976, pp. 7-18.

Duran, Daniel. "Latino Communication Patterns: An Investigation of Media Use and Organizational Activity among Mexican, Cuban, and Puerto Rican Residents in Chicago." Ph.D. dissertation, School of Librarianship, University of Wisconsin, Madison, Wisconsin, 1977.

Eisenstadt, S.N. "Communication Systems and Social Structure: An Exploratory Comparative Study." Public Opinion Quarterly, 1955, 19, 153-167.

Etzioni, A. "Towards a Theory of Guided Societal Change." Social Science Quarterly, 1969, 50, 3, 749-54.

Greenberg, B.S. and Dervin, B. The Use of the Mass Media by the Urban Poor. New York: Praeger Press, 1970.

Greenleigh Associates, Inc. Diagnostic Survey of Tenant Households on West Side Urban Renewal Area of New York City. New York: Greenleigh Associates, 1965.

Gregory, Ruth and Stoffel, Lester. Public Libraries in Cooperative Systems. Chicago: American Library Association, 1971.

Havelock, R.G. Planning for Innovation: Through Dissemination and Utilization of Knowledge. Ann Arbor, Michigan: Institute for Social Research, 1971.

Kahn, A.J. et al. Neighborhood Information Centers: A Study and Some Proposals. New York: Columbia University School of Social Work, 1966.

Katz, E. "The Two-Step Flow of Communication: An Up-To-Date Report on an Hypothesis." Public Opinion Quarterly, 1957, 21, 61-78.

Lipsman, Claire. The Disadvantaged and Library Effectiveness. Chicago: American Library Association, 1972.

Lyman, Helen. Library Materials in Service to the Adult New Reader. Chicago: American Library Association, 1973.

Lyman, Helen. Reading and the Adult New Reader. Chicago: American Library Association, 1976.

Mendelsohn, H. Operation Gap-Stop: A Study of the Application of Communication Techniques in Researching the Unreachable Poor. Denver, Colorado: University of Denver Communication Arts Center, February 1968.

Metoyer, Cheryl. "Perceptions of the Mohawk Elementary Students of the Library Services Provided by the National Indian Education Association Library Project as Conducted on the Akwesasne (St. Regis) Mohawk Reservation." Ph.D. dissertation, Graduate Library School, Indiana University, 1976.

Metoyer, Cheryl, ed. American Indian Libraries Newsletter, published by the American Library Association, v. 1-2 (1976-1978).

Monroe, Margaret. "Community Development as a Mode of Community Analysis." Library Trends, 1976, 24, 497-513.

Morris, C. "A Proposed Taxonomy for Communication Research." Mimeographed. East Lansing, Michigan: Dept. of Communication, Michigan State University, 1969.

Myller, Rolf. Design of the Small Public Library. New York: R.R. Bowker Co., 1966.

National Commission on Libraries and Information Science. Toward a National Program for Library and Information Science: Goals for Action. Washington, D.C.: U.S. Government Printing Office, 1975.

National Indian Education Association. The Identification of Information Needs of the American Indian Community That Can Be Met by Library Service. Final report from the National Indian Education Association to the U.S. Dept. of Health, Education and Welfare, Office of Education, Office of Library and Learning Resources, under Contract No. OEG-0-71-4564, 1975.

National Indian Education Association. Library Services Guides. Minneapolis: National Indian Education Association, guides 1-11, n.d.

Rieger, J.H., and Anderson, R.C. "Information Sources and Need Hierarchies of an Adult Population in Five Michigan Counties." Adult Education Journal, 1968, 18, 155-77.

Rogers, Everett and Shoemaker, F. Floyd: The Communication of Innovation: A Cross-Cultural Approach. New York: Macmillan Publishing Co., Inc., 1971.

U.S. Congress. Senate. Indian Self-Determination and Education Assistance Act. Pub. L. 93-638, 93rd Cong., 2nd sess., 1975, S.1017.

U.S. Congress. Senate. Joint Resolution to Provide for a White House Conference on Library and Information Services. Pub. L. 93-568, 93rd Cong., 1974, S.J. Res. 40.

U.S. Department of the Interior. Office of Library and Information Services. Libraries and Information Services Directory. Washington, D.C.: Office of Library and Information Services, 1976.

Voos, H. Information Needs in Urban Areas: A Summary of Research Methodology. New Brunswick New Jersey: Rutgers University Press, 1969.

Warner, E.S., Murray, A.D. and Palmour, V.E. Information Needs of Urban Residents. Final report from Regional Planning Council of Baltimore and Westat, Inc. of Rockville, Md., to the U.S. Dept. of Health, Education and Welfare, Office of Education, Division of Library Programs, under Contract No. OEC-0-71-455, December 1973.

Yin, Robert, Kenney, Brigitte, & Passner, Karen. Neighborhood Communications Centers: Planning Information and Referral Services in the Urban Library. Santa Monica: Rand Corp., 1974.

Zweizig, D. "Predicting Library Use: An Empirical Study of the Role of the Public Library in the Life of the Adult Public." Ph.D. dissertation, School of Library Science, Syracuse University, 1973.